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BILBOKO  
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DE EDUCACIÓN  
DE BILBAO

# PRACTICUM III

**Foreign Language  
Primary Education**

[www.ehu.eus](http://www.ehu.eus)

This document has been drawn up by the Practicum and Degree Final Project committee, which is the Primary Education Practicum academic working group.

## INDEX

### INTRODUCTION 4

#### 1. INFORMATION AND CONTEXT 5

##### 1.1 *Contact information* 5

##### 1.2 *Roles of people involved in Practicum III.* 6

#### 2. DEVELOPMENT OF PRACTICUM III 8

##### 2.1. *General objective* 8

##### 2.2. *Competences* 8

###### 2.2.1. *General competences of the Practicum* 8

###### 2.2.2 *General competencies of Practicum III* 9

###### 2.2.3. *Specific competencies and learning outcomes of Foreign Language Practicum III* 10

##### 2.3. *Practicum Development Phases* 12

##### 2.4. *Assignments to be carried out by students and tutors* 13

###### 2.4.1. *Students* 13

###### 2.4.2 *Tasks to be supervised by school tutors in Practicum III* 15

###### 2.4.3. *Practicum III Supervision Tasks for University Tutors* 15

##### 2.5. *Evaluation* 16

###### 2.5.1. *Practicum III grading* 17

#### 3. REFERENCES 18

#### APPENDICES 22

##### *Appendix 1* 24

##### *Appendix 2* 26

##### *Appendix 3* 28

##### *Appendix 4* 29

##### *Appendix 5* 30

##### *Appendix 6* 31

##### *Appendix 7* 32

##### *Appendix 8* 33

##### *Appendix 9* 41

##### *Appendix 10* 43

## INTRODUCTION

New degrees take into account the professional nature of the Practicum, because, as it is carried out at schools, it provides invaluable support to teachers in building their professional identity. Internships are linked to specific classrooms, and are mentored by working, so, in addition to the school's knowledge, students also find out about all the variables in the educational process. In order to ensure learning quality and excellence through this subject, the Practicum's role has been strengthened in the new degrees, which means that the number of credits and the time spent in schools have also increased.

Through reflection (Appendix 7), the Practicum provides the opportunity for future teachers to integrate knowledge embedded in the undergraduate subjects into real educational situations during their initial training. With that in mind, the following principles are set forward in Primary Education Teaching Degree Practicum III:

**Curricular:** It is oriented towards enriching students' training, complementing academic learning (theoretical and practical) with formative experience at the workplace (Zabalza, 2006, p.5)

**Professional:** It is a formative and maturation process essential for the development of the competencies that all students on the Education Degree must acquire in order to become good professionals.

**Reality-based:** It is based on observation and immersion in a specific school context, which questions the competencies that every student must acquire, fosters reflection, and promotes the search of new information and resources.

**Interdependent:** It is a process that enriches every participant involved: the teacher-tutor at the school where the Practicum is carried out, and the lecturers and students at the Education Faculty. Each participant takes on the responsibility and motivation necessary to guarantee the success of this experience.



**Curricular, Professional,  
Reality-based &  
Interdependent**

In the Practicum III curriculum, in addition to following the tutorials, the objectives will be to design, implement and evaluate didactic interventions.

# 1. INFORMATION AND CONTEXT

The aim of this Practicum III guidebook is to provide orientation for students on the Primary Education Degrees internship plan.

Current curricula have reinforced the importance of internships during students' initial training. 38 ECTS credits have been allocated as follows: 9 credits in P-I, 12 credits in P-II, and 18 credits in P-III.

The Practicum follows these general principles:

1. ECTS (European Credit Transfer System) CREDITS
2. CURRICULUM SKILLS. Degrees and minor specializations involve professional skills with particular characteristics
3. COOPERATION MODEL. This model reinforces coordination and collaboration between the university and schools that take on interns.
4. MOBILITY Student mobility will be encouraged, mainly within the national university network, but also at foreign universities (both in Europe and further afield).

The Vice-Deanship and Secretariat for Internships at the Bilbao Education Faculty are the bodies responsible for managing the Practicum, and any incidents or proceedings that may take place during internships must be referred to these bodies.

## 1.1 Contact information

If you need to clarify any doubt, please contact:

**Administrative staff vinculated to the Practicum and Degree Final Project Vice Dean** (Secretariat office)

**Bilbao Education Faculty**  
**Phone:** 946014631  
**Email:** [bhf.practicum@ehu.eus](mailto:bhf.practicum@ehu.eus)

**Vice Dean for Practicum (Office 0S13B)**

**Bilbao Education Faculty**  
**Phone:** 946014666  
**Email:** [bhf.practicum-lh-hh@ehu.eus](mailto:bhf.practicum-lh-hh@ehu.eus)

Address: Sarriena auzoa, 48940 Leioa (Bizkaia)

## 1.2 Roles of people involved in Practicum III.

DUTIES				
Practicum Vice-Deanship	Internship Committee and Teaching Teams	University tutor	School tutor	Students
<ul style="list-style-type: none"> <li>- Receiving information about schools that can help with internships at the Education Technical Inspectorate.</li> <li>- Coordinating the activities of degree coordinators.</li> <li>- Assigning students for each university tutor to guide.</li> <li>- Enrolling students at Auxiliary Schools for them to carry out their internships there.</li> <li>- Contacting Assistant School Managers to inform them about objectives, activities and regulations for evaluation.</li> <li>- Conducting an anonymous online survey with students to evaluate the General Internship Plan. The results will be published in February on the Practicum website.</li> </ul>	<ul style="list-style-type: none"> <li>- Organizing the training stage with the teachers involved: (activities and timetable)</li> <li>- Suggesting Practicum teaching loads to each department.</li> <li>- Coordinating university tutors' activities.</li> <li>- Drawing up and updating Practicum Guides.</li> <li>- Monitoring the progress of the Practicum.</li> <li>- Managing evaluation of Practicum processes.</li> <li>- Clarifying doubts, processing requests and complaints.</li> </ul>	<ul style="list-style-type: none"> <li>- Attending meetings called by the Practicum Vice-Deanship and the Degree Coordinator.</li> <li>- Taking on responsibility for a group finding out about teaching the core subject of the studies at the Bilbao Education Faculty.</li> <li>- Publishing the internship student consultation schedule. The timetable will be compatible with the seminars and the schools' timetable.</li> <li>- Organizing meetings with students on internships to solve any problems that may arise in the group.</li> <li>- Informing students about the Practicum programme.</li> <li>- In close collaboration with the school tutor, helping students to make the connection between theory and practice during their time in the classroom.</li> <li>- Analysing the work carried out: analysis of the environment, organization of the cycle, the classroom, interventions, etc.</li> <li>- Liaising with school principals or coordinators and school tutors.</li> </ul>	<ul style="list-style-type: none"> <li>- Taking on interns during the established periods during the course.</li> <li>- Informing trainee students about the characteristics of the group and the school where they are going to do their internship, as well as the School Curriculum Project, and explaining how it will be adapted to the group.</li> <li>- Providing internship students with school resources so that they can complete the training activities assigned.</li> <li>- Working with students during the internship; encouraging their autonomy and responsibility for their work.</li> <li>- Supervising the general training activities to be carried out by the Practicum student in charge.</li> <li>- Encouraging interns to</li> </ul>	<ul style="list-style-type: none"> <li>- Getting to know and taking part in the Practicum phases (information meetings, selection, presentation, etc.) and helping them to complete them appropriately.</li> <li>- Taking part in planned seminars and the training programme.</li> <li>- Complying with requirements to attend school on time and respect local regulations.</li> <li>- Getting to know the Practicum programme and developing it.</li> <li>- Collaborating with the school tutor and the university tutor.</li> <li>- Handing in documents within the specified period.</li> <li>- Having polite relationships with all members of the educational community.</li> <li>- Complying with the protocol for the protection of</li> </ul>

		<ul style="list-style-type: none"><li>- Helping students prepare their Internship Memories (reports) following the established guidelines.</li><li>- Grading the internship period taking into account various factors: the report on the work done by the students, the evaluation carried out by the school tutor, and the observations made during the follow-up to the internship.</li><li>- Making suggestions and contributions to improve the Practicum.</li><li>- Visiting the appropriate internship centre.</li></ul>	<p>participate with other teachers and, as far as possible, with their families too.</p> <ul style="list-style-type: none"><li>- Evaluating the Practicum training process and informing teachers about their strengths and weaknesses so that they can improve in all areas.</li></ul>	confidentiality and personal data.
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## 2. DEVELOPMENT OF PRACTICUM III

### 2.1. General objective:

#### Two main objectives:

- Placing oneself in the **role of the teacher**, comparing the information he/she possesses or has learned in the degree about the school's reality.
- In Practicum III the most specific activity will be to **program, teach and evaluate didactic interventions** related to one or several areas of knowledge in the Infant/Primary Education curriculum, in agreement with the group/class tutor, and coherent with the School and classroom principles. In addition, they will take part in some **project of teaching innovation** carried out in the School.

### 2.2. Competences

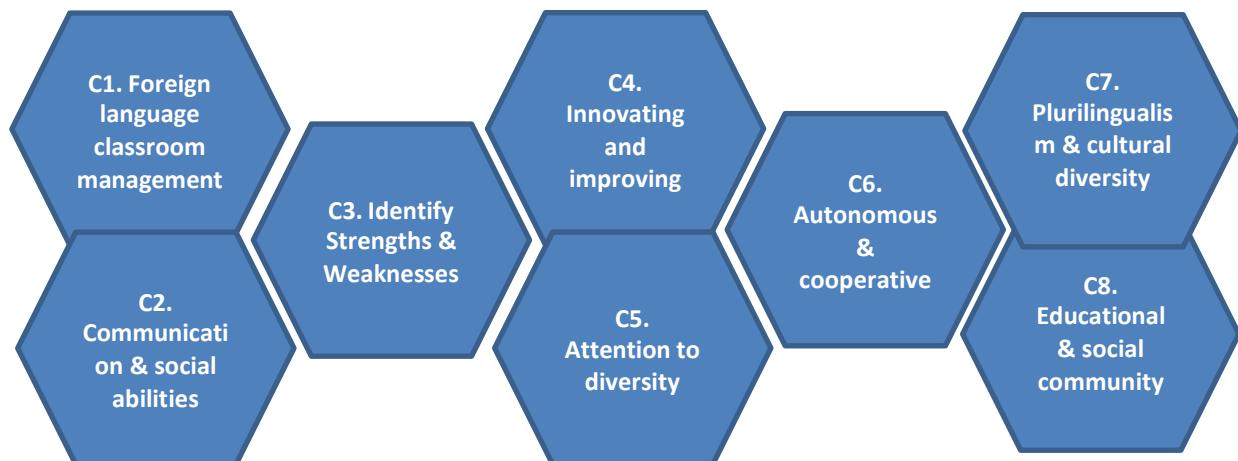
#### 2.2.1 General competences of the Practicum

The practicum is divided into three periods, and in order to achieve general competence independent assessments are defined for each of them.

	General Skills	Academic Year	PRIMARY EDUCATION No. of credits
<b>PRACTICUM I</b>	Getting to know the school's current situation	2	9 ECTS credits
<b>PRACTICUM II</b>	Getting to know and putting into practice the role of the teacher, classroom and teaching organization.	3	11 ECTS credits
<b>PRACTICUM III</b>	<b>Putting into practice previous didactic projects</b>	4	18 ECTS credits

## 2.2.2. General competencies of Practicum III:

- C1.** Acquiring practical knowledge of the **foreign language classroom management**.
- C2.** Getting to know and apply the **communication-interaction** processes, and master the **social abilities** required to regulate these processes to foster cohabitation (using the English language as vehicular language)
- C3.** Relating theory and practice and to reflect upon the **strengths and weaknesses** of the methodology of the school and participate in improvement proposals, specifically in multilingual contexts (English-Basque-Spanish)
- C4.** Participating in the teaching activity and learn to know how to do, acting and reflecting from practice, with the perspective of **innovating and improving teaching** work.
- C5.** Planning, tutoring and monitoring the educational process and, in particular, the teaching and learning of a foreign language, and the subjects taught through this as a vehicular language through mastery of the techniques and strategies necessary attending to the diversity of the students.
- C6.** Acquiring habits and skills for autonomous and cooperative learning and promote these among students.
- C7.** Acquiring knowledge of the language project of the school, reflect and suggest or participate in improvement proposals from the point of view of plurilingualism and cultural diversity.
- C8.** Being able to collaborate with the different sectors of the educational and the social community.



### 2.2.3. Specific competencies and learning outcomes of Foreign Language Practicum III

PRACTICUM III FOREIGN LANGUAGE (PRIMARY EDUCATION)	
Competences	Learning outcomes
C1. To communicate in a fluent and spontaneous way in different professional contexts, using language flexibly and effectively to produce clear and structured discourse, pronouncing adequately and using correct grammar (C1 level).	I. The student produces clear, structured, adequate and effective oral and written discourse in different professional contexts. II. The student shows adequate pronunciation and grammar.
C2. To identify the difficulties of students in relation to the use of English and help them overcome them.	The student identifies the main difficulties of the students and provides adequate feedback.
C3. To observe and analyse the context of the English class, the interactions that take place in it, the different methodologies and resources used, and to reflect upon it critically, by establishing connections with the theory.	The student analyses the most important aspects of the foreign language classroom and critically reflects upon them, making reasonable and properly supported suggestions for improvement.
C4. To select, adapt and / or create, and evaluate materials and resources for FL teaching and CLIL in Infant and Primary education and to apply this knowledge to their everyday practice.	The student selects, adapts, creates and evaluates adequate task-based or project-based materials, using resources such as: games, picture books and stories, arts and crafts, drama, real / adapted texts of different typologies (newspapers and magazines, recipes, literary extracts, advertisements...).
C5. To design, implement and evaluate didactic sequences, using critically knowledge about the curriculum, the teaching programs and the types of evaluation, taking into account the needs and characteristics of the students (age, cognitive stage, diversity, special needs...)	The student designs, implements and evaluates adequate didactic sequences, adapted to the context and characteristics of the students, and in coherence with the curriculum and current methodologies.

C6. To develop adequate skills for classroom interaction: languageadaptation to the different age groups, scaffolding and feedback strategies, routines and procedures, classroom management...

- I.The student is able to use appropriate language when giving instructions or teaching a lesson in an early childhood or primary school classroom.
- II.The student has developed scaffolding strategies to guide the infant and primary students' learning process.
- III.The student provides adequate oral assessment and feedback.
- IV.The student identifies the situations an EFL teacher must face in their

	daily performance and has acquired the skills to manage said situations.
C7. To integrate social and (inter-) cultural aspects of the English speaking countries.	The student transmits social and (inter-) cultural characteristics and values of the English speaking countries in his / her lessons.
C8. To develop a good command of information and communication technologies to apply them to their everyday practice.	The student uses ICT to design, adapt and develop material and is able to create different types of digital materials and resources for teaching.

## **2.3. Practicum Development Phases**

To achieve the overall P-III objective, the Practicum is organized in three phases: Preliminary Phase (situating students in the Practicum); Follow-up Phase (immersion and working phase); Final Phase (summarizing what has been worked on during the Practicum; final reflection; drawing conclusions) – Appendix 7 -

### **Preliminary Phase**

Including the following activities:

Initial group work seminar. Prior to arrival at the school, university tutors will meet with students – in line with the schedule drawn up by the Internship Committee – to explain the Practicum III Guidebook in detail.

University tutors will contact school tutors in order to:

- o Informing them about Practicum III, and explaining their role as tutors.
- o Providing information about the most important features of these internships; explaining the special attention that leaders need to pay throughout the year (finding out about and taking part in didactic interventions and teaching innovation projects).
- o Explaining and determining the marking criteria to be used, and the roles they will play in that process.
- o Identifying ways to communicate with each other during the internship.

### **Monitoring Phase**

The follow-up phase includes:

Students go to the school during the 10-11 week period.

Two group work seminars as programmed by each university tutor: the first about observation, and the second about interventions.

University tutors visit the school and interview the school tutors while they are at the internship schools.

### **Final Phase**

Including the following activities:

Final group work seminar

Delivery of the internship report

Receiving evaluation tutorials from school tutors.

Carrying out student assessment and marking

## 2.4. Assignments to be carried out by students and tutors

During the internship, the students and the school tutors will comply with the following assignments:

### II.4.1. **Students**

#### 1) **Attend the seminars and take part actively**

**Attendance at seminars is mandatory, and pre-arranged assignments will be prepared.**

All the work carried out in the seminars will be recorded on the appropriate reflection sheet (Appendix 2).

The seminar sessions with colleagues and the university tutor will be opportunities for contrasting initial observations and subsequent interventions, correcting mistakes, and making suggestions for improvements.

#### 2) **Observe and reflect** upon the teaching-learning process, using the guidelines in Appendix 3.

In the observation and reflection phase, students must focus on the following aspects:

- The teacher: his / her non-verbal communication skills (body language, use of voice ...), the use of scaffolding and motivation techniques, the language he / she uses in the classroom and how he / she interacts with students.
- The lessons: competences and skills, goals and contents involved, the structure and design, the methodology, feedback techniques, etc.
- Classroom management: arrangement, facilities, materials used, grouping, routines, variation...

#### 3) **Plan, design, implement and evaluate**, in accordance with the school tutor, different didactic interventions (series of activities or a complete didactic sequence), and must reflect after each session upon his / her intervention (min. **2 interventions**, altogether **6-10 sessions** approx.).

Each intervention proposal must be placed within a context, and must take into account the following considerations:

- What is it for? What goals and basic competencies will be developed?
- What contents?
- What we do, how and when: didactic sequence structure, activities, methodology and techniques.
- With what resources? Classroom, outside the classroom, etc.
- Where and when? Space-time organization.
- How to assess and evaluate students: feedback techniques, types of evaluation, when, criteria, tools...

See Appendix 5 for detailed information.

**4) Gain knowledge of an innovation project** (preferably related to plurilingualism):

Students will:

- Write a brief report about the project
- Collaborate on the project (for instance, taking part or proposing a related activity)
- Prepare a presentation (this whole assignment can be developed in teams of Practicum students in the same School).

See Appendix 5.

**5) Participate in the evaluation activities:** evaluate the interventions together with the tutor from the school and reflect about the internship experience.

- Students must provide a post-intervention reflection and an evaluation of each of their interventions, together with the school tutor (who must help to complete and supervise the intervention sheets). In it, students may address issues like: what they would keep / exclude from the unit and why, anything they would do in a different way...
- Reflect upon and evaluate the Practicum experience as a whole. See Appendix 7

**6) Elaborate a report** that synthesizes the description and analysis of his / her internship (implementation-project-evaluation) and his / her critical reflections.

See Appendix 6

The report should have the following structure:

1. Cover (and the following information: student's name and ID number, academic level, name of the degree studied, specialty, school where the internship took place, town, and the name and surname of the school tutor and university tutor).
2. Index.
3. Introduction (briefly putting the school in context).
4. Personal and academic goals for the Practicum.
5. Main work characteristics:
  - The context of the study group, the methodologies and innovation projects the school takes part in, and the design, implementation and evaluation of didactic interventions.
  - Reflection, evaluation and self-evaluation about the seminars
6. Conclusions
7. Bibliography.
8. Appendices.

The report will be approximately 25 pages long, excluding appendices.

## **2.4.2 Tasks to be supervised by school tutors in Practicum III**

- a) Knowledge of the Practicum regulations and the Practicum guidebook. Both documents are available on the BHF Practicum website.
- b) At the beginning of the internship, explaining to students the characteristics of the school and group or school unit where the internship is going to take place, the School Curriculum Project, how it fits into the group or educational unit, and the resources that the school will make available to students.
- c) Supervise and evaluate the activities that students will carry out during their internship, providing support and the necessary feedback at all times.
- d) Completion of final assessment – Appendix 8 – which will be made available to students or sent to the following address:

<b>(Name of University Tutor)</b> <b>Bilbao Education Faculty</b> <b>Bilbao Education Faculty (UPV / EHU)</b> <b>Sarriena Auzoa</b> <b>Leioa 48940 (Bizkaia)</b>
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## **2.4.3. Practicum III Supervision Tasks for University Tutors**

- a) Knowledge of the Practicum regulations and the Practicum guidebook. Both documents are available on the BHFE Practicum website.
- b) Contacting each student's school tutor by letter or e-mail to introduce themselves, providing a copy of the guidebook, explaining the internship objectives, what we aim to achieve, and informing the students about the phases and processes they will go through.
- c) Planning 4 seminars with assigned students and organizing them to be carried out in teamwork. The first one will be an information seminar held before the period at the school to provide information about the work to be carried out during the Practicum. The following 2 seminars will be held during the period at the school and will focus on the tasks to be carried out, problem analysis, the resolution of difficulties, and contrasting experiences. The final seminar will take place after the period at the school in order to reflect on the process, evaluate it, and answer any final questions.

In order for different aspects of the seminars to be developed and enriched several points of view should be taken into account:

- Analysing the didactic activities carried out by the students and contrasting them with the activities carried out by team members. (Some sessions may be videotaped; this may provide useful material). (See Appendix 9)
- Recognizing and comparing different situations using references from various different student internships: contexts, ways of operating, didactic approaches, situations...
- Students participating in the seminar sharing opinions and experiences.
- Reflecting on the learning process itself.
- Providing instructions for students to draw up their Internship Memory

reports (Appendix 6).

- d) Visiting the internship school.
- e) After receiving assessments from school tutors and combining them with individual assessments, they will register the marks and publish them, entering them in each student's record within the established period.

## 2.5. ***Evaluation***

The process's continuous evaluation is carried out throughout the working day, and ends when the students hand in their reports, receive the school tutors' reports, and the teacher at Bilbao education faculty gives them their marks. It is the responsibility of the latter to give and publish the final marks.

### 1) **Evaluation of the BHF / FEB tutor:**

**Evaluation of the seminars:** Aspects to be evaluated: the students' contributions and the degree of reflection shown in relation to the observation made during the first phase, the intervention proposals made and their subsequent evaluation, as well as the degree of involvement shown and the collaboration with classmates and colleagues.

**Evaluation of the final report:** the tutor will consider the following criteria:

Reflection on observation:

- o Students are able to reflect on the aspects of observation proposed from the point of view of what has been worked on in the specialty, and from the point of view of the curriculum, and to make connections with theory and experts' work

Appropriateness of interventions:

Justifying the proposed objectives, competencies and contents, and also their adaptation to the classroom context;

The appropriateness of lesson structures, methodology and procedure (room use, grouping, scaffolding strategies, attention to diversity and interculturality...);

The appropriateness of evaluation criteria and tools;

Reflection on, evaluation and assessment of interventions and practices in general;

Evidence presented: evidence that contributes to the selection, adaptation and creation of materials and resources will be taken into account.

Appropriateness of the contribution to the innovation project: an appropriate analysis of and proposal about the innovation project in the field of educational centres, explaining reflections and making appropriate connections with theoretical work.

Being communicative competence a transversal competence, it is required that both the oral and written performance of the student trainers reflect clarity and coherence in the exposition of ideas, general structure and organization of the discourse, grammatical

correction, vocabulary appropriate to the professional specialty and spelling correction (at least B.2.2. level). Moreover, the classroom language of the interventions must be adequate: the instructions and explanations given must be clear and adapted to the level and characteristics of the students. Students should also make use of appropriate academic language.

With regard to plagiarism, copies or imitations of other people's work may not be presented as if it were one's own. Students must know and follow the stated rules. If the plagiarism is suspected, the UPV / EHU's Academic Ethics Protocol will be followed.

(<https://www.ehu.eus/documents/2100129/0/6.-+a%29++Protocolo+plagio+-+EUSK.pdf/9305b6c7-919a-97d4-aa66-8564fb728502>)

## 2) **Evaluation of the school tutor**

It will take into account the following factors:

- Factors related to the preparation of school work. Work to prepare theoretical frameworks; the ability to organise teaching content; the ability to plan activities; the ability to choose appropriate resources, and other theoretical factors connected with programming school activities.
- Ability to create learning situations in aspects related to carrying out schoolwork; the appropriate use of classroom materials and resources; the ability to maintain order and pay attention; the level of interaction between students and the school tutor; the ability to react to conflict or unforeseen situations.
- Personal and professional attitudes and characteristics: the ability to reflect on one's own work; self-critical ability in assessment; punctuality and attendance at school; interest and motivation; interest in learning and empathy with students; attitude to supporting the school teacher.

The appendix to this guide includes an internship evaluation sheet (Appendix 8) which is intended to provide a basis for information to be shared between the internship tutor and the BHFE teacher/university tutor.

### 2.5.1. ***Practicum III grading***

In Practicum III marks assessment factors, resources and percentages will be as follows:

EVALUATION FACTOR	EVALUATION TOOLS	PERCENTAGE GIVEN **
<b>University tutor</b>	Memory evaluation rubric (Appendix 10)	<b>70%</b>
<b>School tutor</b>	Evaluation Report (Appendix 8)	<b>30%</b>
		<b>100%</b>

\* Please note that the university tutor will award 10% to communication competence.

\*\* Failure to attend seminars or other training activities will deduct one point from the

final mark for each non-attendance.

\*\*\* It is essential to pass all the sections in order to pass the subject.

The internship will be marked as "**INSUFFICIENT**" in the following cases:

If the student does not go to the internship school without justification twice, the subject will be failed, and the internship will have to be repeated in its entirety.

If the teacher-tutor of the school does not obtain 50% of the required marks, the subject will be marked as "insufficient", and therefore the internship will have to be carried out again.

If, according to the tutor at the Bilbao education faculty, students have not shown a sufficient standard during pre-training (if there is such), or at seminars, or while preparing their reports, they will not pass the subject. Student will have to do the internship again and write a new report. In this case, if students do not pass the subject, they will have to take the internship again.

If the report is not submitted within the specified period, the subject will be marked as "insufficient". Student must present their reports the second period, and if they do not pass the subject, they will have to take the internship again in full.

The internship mark **NOT PRESENTED** will be given in the following cases:

When the student enrolled in the subject does not contact the Vice-Dean for Internships or the university tutor.

If the student enrolled in the subject has not contacted the Vice-Dean for Internship or the university tutor but has been in an internship at one of the schools, these internships will not be valid and will therefore be marked as "not presented" in the first or second period.

## **INTERNSHIP REPORTS RETURNED TO STUDENTS**

The teacher will keep the internship papers, reports and material attached to them until the following academic year. After this period, if their return is not requested, they will be recycled.

The express consent of the author or authors will be required for publication, copying or use of the reports as a whole or in part (UPV / EHU management regulations, article 49).

## **3. REFERENCES**

### **GENERAL WEBGRAPHY**

## LOMLOE

Decreto Legislativo 2/2023, de 21 de septiembre,  
por el que se aprueba el texto refundido de la ley  
de la Escuela Pública Vasca

77/2023 DEKRETUA, maiatzaren 30eko,  
Oinarrizko Hezkuntza curriculuma zehaztu eta  
Euskal autonomia Erkidegoan ezartzeko

Hezkuntza Curriculum gunea

<http://www.educaplay.com>

<http://www.hezkuntza.ejgv.euskadi.net>

<https://ikasgunea.euskadi.eus/es/web/bizikasi>

<https://www.eleanitz.org/>

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33/2018 DEKRETUA, martxoaren 6koa, Euskal Autonomia Erkidegoko unibertsitatez kanpoko ikastetxeetan irakasle izateko gaitzen duten unibertsitate-ikasketen prakticumari buruzkoa. *Euskal Herriko Agintaritzaren Aldizkaria*. Vitoria-Gasteiz, 2018ko martxoaren 23an, zb. 59, 1-14 orr.

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## APPENDICES

As a guideline for carrying out the Practicum, various models for the Practicum tasks have been attached to this document.

<b>For students to complete and include in the relevant sections of their reports:</b>	
<b>Appendix 1</b>	<b>TRAINING PROJECT</b>
<b>Appendix 2</b>	<b>REFLECTION SHEET FOR SEMINARS, CONFERENCES OR LECTURES</b>
<b>Appendix 3</b>	<b>OBSERVATION GUIDELINES</b>
<b>Appendix 4</b>	<b>INTERVENTION GUIDELINES</b>
<b>Appendix 5</b>	<b>INNOVATION PROJECT</b>
<b>Appendix 6</b>	<b>GUIDE FOR THE FINAL REPORT</b>
<b>Appendix 7</b>	<b>GUIDE FOR THE FINAL CONCLUSION AND REFLECTION</b>
To fill in by the school tutor	
<b>Appendix 8</b>	<b>RUBRIC EVALUATION (SCHOOL TUTOR)</b>

<b>To fill in by the students' parents or legal tutors</b>	
<b>Appendix 9</b>	<b>PERMISSION FOR RETRIEVING AND USING INFORMATION</b>
<b>Guidance for the faculty tutor</b>	
<b>Appendix 10</b>	<b>Memory assessment rubric</b>

## Appendix 1

### TRAINING PROJECT

...../..... ACADEMIC YEAR.

Miss/Mr/Mrs/Ms (*Student's first and last name*)

ID NUMBER:

Teacher

Miss/Mr/Mrs/Ms (*Tutor's first and last name*)

Tutor

Miss/Mr/Mrs/Ms (*Instructor's first and last name*)

Instructor and representative of ..... (Collaborating organization)

In accordance with the provisions of the agreement for educational cooperation between UPV / EHU and the institution, both parties provide the following information:

1.– Studies taught by UPV / EHU: .....

2.– Place carried out: .....

3.– Institution's instructor: .....

4.– Teacher tutor: .....

5.– Internship Programme Manager (IPM) or, as appropriate, the person in charge of the internship: .....

6.– Educational objectives:

Basic competencies, generic competencies, and / or transversal competencies to be acquired by students:

1.–

2.–

(...)

Specific competencies to be acquired by students:

1.–

2.–

(...)

Learning results:

1.–

2.-

(..)

## 7.- Activities or tasks to be performed:

Description of activities or tasks to be performed:

1.-

2.-

(..)

8.- Duration of the internship program: from ..... (xx/xx/yyyy) to ..... (xx/xx/yyyy)

9.- Internship schedule: .....

10.- Total number of hours: .....

11.- Signatories' data will only be used for the exclusive purposes of this agreement. Signing of this document authorizes the transfer and use of the signatories' data for the purposes of the agreement.

12.- The signatories undertake to guarantee the confidentiality of the collaborating organization's internal information and to maintain professional secrecy. This means that they will not disclose or share any data that may be obtained in connection with the agreed internship either before or after the internship itself.

13.- In all cases the provisions of the UPV / EHU regulations for external academic internships with regard to the rights and obligations of all parties must be complied with.

Signed on ..... at .....

UPV / EHU student  
(Signature)UPV / EHU tutor  
(Signature and stamp)Instructor at the organization  
(Signature and stamp)

Only if an assistance package is available

Internship Programme Manager (IPM) or the  
person in charge of the internship

(Signature and stamp)

Head of the organization

(Signature and stamp)

## Appendix 2

### REFLECTION SHEET FOR SEMINARS, CONFERENCES OR LECTURES

DATE:

SUBJECT: WHAT HAVE YOU WORKED ON?

WHAT CONTRIBUTIONS HAVE YOU MADE?

WHAT HAVE YOU RECEIVED FROM THE OTHERS?

### Seminar guide:

The aim is to link theory and practice.

The following factors can help guide your work:

- The experiences, skills and abilities that you have needed and put into practice. Internship.
- Difficulties in dealing with children.
- Special types of education that stand out.
- New curriculum materials.
- The relationship between the knowledge acquired in faculty studies and their value for teaching work.
- Analysis and assessment of the situation of students with special educational needs, and dealing with and evaluating interventions.
- Other factors...

The aim is to bring to the seminar the reflections and remarks made by students as a result of the training sessions held at Bilbao education facility.

### Seminar / conference reflection guide:

The purpose of the questions below is to help you reflect on the talk you heard.

As we immerse ourselves in the training process, everyone will draw their own conclusions, express their opinions and doubts.

The sole purpose of the questions is to help them to reflect and not answer in a restricted way. No problem will arise if a question is not answered, or if you contribute another topic that has not been mentioned. Finally, keep in mind that you will need to submit this reflection to your college tutor.

- 1) *The name of the person who gave the talk, and a brief description of their work: school, level of education, special school projects...*
- 2) *What were the main ideas?*
- 3) *What did you think of the talk? What brought you here?*
- 4) *Do you disagree with anything that was said?*
- 5) *Do you have any questions or concerns you would like to discuss?*
- 6) *Have you noticed any links with any of the subjects you have studied or are studying?*

## Appendix 3

### OBSERVATION GUIDELINES

#### What to observe:

➤ **The teacher:**

1. Body language, position in the classroom, use of voice, instructions, feedback...
2. Scaffolding and motivation techniques
3. Classroom language and interaction:
  - Use of English in class, use of L1, when and what for?
  - Teacher's Talking Time (TTT) and Students TalkingTime (STT)
  - Use of language comparison or contrastive analysis? Translanguaging strategies?



**The teacher**

➤ **The lessons:**

4. Methods, techniques and strategies used
5. Unit and lesson structure and design
6. Type of activities
7. The four skills
8. Elicitation, feedback and correction techniques
9. Evaluation of the learning-teaching process



**The lessons**

➤ **Classroom management:**

10. Classroom arrangement, facilities, materials, coursebook...
11. Role of T and S (teacher-centered, learner-centered)
12. Grouping, interaction...
13. Time and space organization
14. Variation of type and pace of activities: quiet / noisy, small / big group...
15. Routines

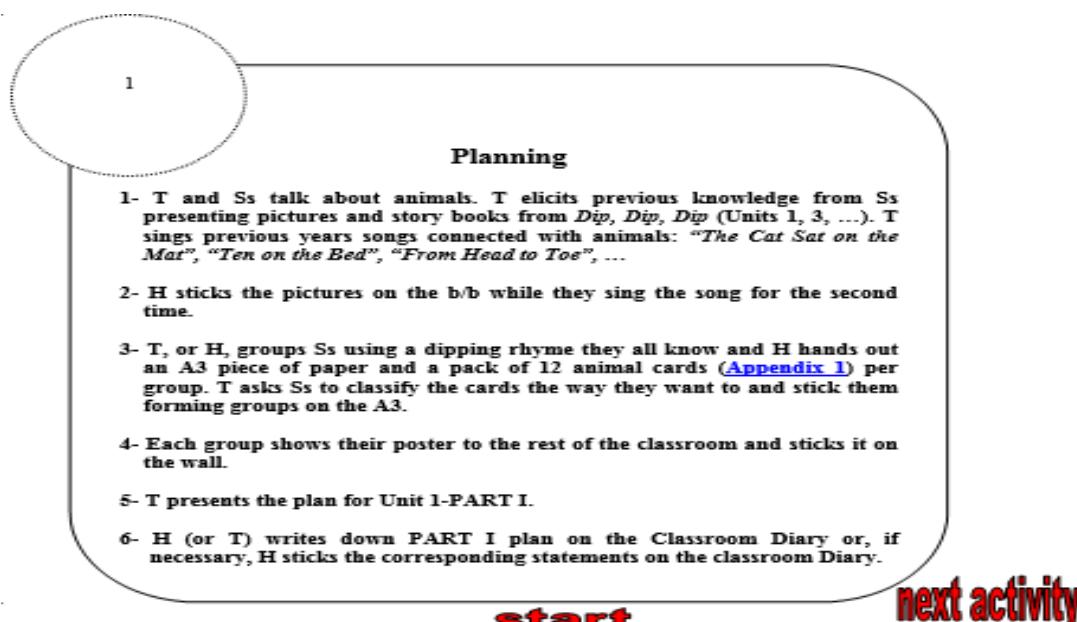


**Classroom management**

## Appendix 4

# INTERVENTION GUIDELINES

1. Context
2. Structure of the unit / lesson
  - Warm-up. Previous knowledge
  - Sequencing of activities
  - Wrap-up
3. Competences, aims, contents
4. Materials
5. Methodology
6. Procedure
  - Classroom arrangement
  - Grouping
  - Use of strategies
7. Evaluation criteria and instruments
8. Post-intervention reflection and evaluation
9. References



## Appendix 5

<b>INNOVATION PROJECT</b>	
PROJECT:	
PROJECT DESCRIPTION:	
WHAT CONTRIBUTIONS HAVE YOU MADE?	
WHICH ISSUES WOULD YOU LIKE TO HIGHLIGHT WITH OTHER GROUP MEMBERS?	

## Appendix 6

# GUIDE FOR ELABORATING THE REPORT



### 1. Introduction

- a. Name of school, location, nº of students, languages of instruction, linguistic and cultural diversity
- b. Personal and academic objectives of the internship

### 2. Contextualization

- a. Characterization of the group: nº of students, relevant characteristics
- b. Post-observation reflection and conclusions<sup>1</sup>
  - i. The teacher
  - ii. The lessons
  - iii. Classroom management

#### TIPS:

- Reflect before writing
- Synthesize
- Be objective, support your ideas and provide evidence
- Mind your expression: grammatical correction, cohesion, adequacy
- Use academic references and cite them properly

### 3. Innovation projects in the school (related to foreign language, multilingualism and/or multiculturalism)

### 4. Design, implementation and evaluation of the didactic interventions<sup>2</sup>

### 5. Conclusions

### 6. Bibliography

### 7. Appendices

## **Appendix 7**

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<sup>1</sup> Read Appendix 3: Observation guidelines

<sup>2</sup> Read Appendix 4: Plannification of a didactic intervention

## Appendix 8

### GUIDE TO COMPLETING THE CONCLUSIONS AND REFLECTIONS SECTION OF PRACTICUM III

#### **A: FINAL PERSONAL REFLECTION**

The purpose of this guide is to help you reflect on the work you have done. To this end, some of the issues that we consider to be fundamental to Practicum III are highlighted. Your answers will also allow you to compare your assessment of your work with that of a university tutor.

##### **A.1. School and classroom**

1. Have you changed your mind about the school? In what way?
2. In your opinion, which activities did you work on the most, or which ones did you enjoy the most? Why? Make the list as neat as possible.
3. Describe the three most positive experiences you had at the school.
4. Describe the three most negative experiences.

##### **A.2. Activities carried out at the university**

1. What was the practical use of the training you received before you went to the school?
2. How can we improve the initial training?
3. What did the college seminars contribute for you?
4. How can we improve the seminar work?

##### **A.3. Assessing the internship experience**

1. In general, what was your attitude during the internship (active, participatory...)?
2. What aims have been met? Compare them with the aims set at the beginning.
3. Explain what difficulties, surprises or limitations you felt you had with regard to being a good teacher.
4. What can you do to improve your training in the future?
5. What do you think of this profession?
6. What else would you like to state?

## Appendix 8

### SCHOOL TUTOR EVALUATION QUESTIONNAIRE

2021/2022



BILBOKO  
HEZKUNTZA  
FAKULTATEA  
FACULTAD  
DE EDUCACIÓN  
DE BILBAO

SCHOOL NAME.....

STUDENT.....

SCHOOL TUTOR.....

### A TOOL FOR THE EVALUATION OF PIII STUDENT WORK IN PLACEMENT CENTRES FOR PRE-SCHOOL AND PRIMARY TEACHING QUALIFICATIONS

In order to make evaluation an easier task, we suggest you look at the aspects set out below.

The tool is in the form of a rubric so, for each item, you should indicate where the student has been on the scale over the course of his/her placement. In some cases, if you think giving one or more examples would help explain your evaluation, please do so: we have left a space for that. If you consider it relevant, you can also include aspects that are not set out in this document.

Finally, we need you to give a score from 1 to 10.

Please complete this form and hand it to your Faculty Tutor within a week (at most) of completing your placement.

Mila esker! for your collaboration.

ITEM	EVALUATION AND EVIDENCE		
<b>A) <u>RULES AND OPERATIONS</u></b>			
<b>1. Punctuality</b>	Usually arrived late	Occasionally arrived late	Always arrived on time
<b>Example</b>			
<b>2. Adaptation to school rules</b>	Has not adapted easily to the school's rules	Has generally adapted to the school's rules	Has adapted very well
<b>Example</b>			
<b>B) <u>PERSONAL VALUES</u></b>			
<b>3. Enthusiasm and attitude to work</b>	Has shown a passive attitude to the work	Has generally shown a positive attitude	Has often shown a proactive attitude / initiative
<b>Example</b>			
<b>4. Self-critical analysis</b>	Has generally not shown a self-critical attitude Has not accepted / found it hard to accept suggestions	Has sometimes shown a self-critical attitude / has accepted suggestions	Has generally had a self-critical attitude
<b>Example</b>			

<b>5. Relationships with other teaching staff</b>	Has found it difficult to relate	Has built adequate relationships	Has demonstrated a great capacity to build relationships and communicate
<b>Example</b>			
<b>6. Relationships with pupils (listening, sensitivity etc.)</b>	Has found it difficult to relate	Has built adequate relationships	Has demonstrated a great capacity to build relationships and communicate
<b>Example</b>			
<b>7. Relationships with other members of the educational community</b>	Has found it difficult to relate	Has built adequate relationships	Has demonstrated a great capacity to build relationships and communicate
<b>Example</b>			
<b>8. Adaptation to the school's social and cultural diversity</b>	Has not adapted adequately	Has adapted well	Has adapted very well, is very sensitive to diversity
<b>Example</b>			
<b>9. Educator-Pupil distance ("red lines" to respect in the educational relationship)</b>	Has generally found it difficult to maintain that distance	Has sometimes found it difficult to maintain that distance	Has always maintained that distance
<b>Example</b>			

<b>C) <u>EDUCATIONAL ACTION</u></b>			
<b><i>Communicative competence</i></b>			
<b>10. Ability to communicate with pupils (both as a group and individually)</b>	Has not adapted his/her way of speaking to the pupils	Has managed well	Has managed very well
<b>Example</b>			
<b>11. Ability to adapt to the pupils' needs</b>	Has not taken the pupils' individual needs into account	Has generally taken them into account	Has shown a great capacity to identify and adapt to pupils' needs
<b>Example</b>			
<b>12. Non-verbal communication</b>	Has not used non-verbal communication carefully	Has generally used appropriate non-verbal communication	Has always used appropriate non-verbal communication
<b>Example</b>			
<b><i>Use of language</i></b>			
<b>13. Clear, easy-to-understand expression</b>	Has often not structured oral discourse appropriately. Has mixed ideas. Has spoken nervously, frequently halting speech. Has not adapted the communicative register to the situation.	Has structured oral discourse appropriately. Has adapted the communicative register to the situation.	Has structured oral discourse outstandingly. Has explained proposals and ideas appropriately. Has communicated confidently, correctly and naturally. Has adapted the communicative register to the situation.
<b>Example</b>			

<b>14. Production of grammatically correct texts</b>	Has displayed serious problems in the production of written texts: unintelligible and/or contradictory ideas. Has made several spelling and grammar mistakes. Unsatisfactory level of expression: poor or inappropriate vocabulary, problems with specific terms, register problems etc.	Has organised ideas clearly. Has generally presented texts without spelling or grammar mistakes. Has displayed an appropriate level of expression: using correct vocabulary etc.	His/her texts have been very well organised and structured. Has presented topics in a very appropriate way, with depth and coherence. Appropriate level of expression: appropriate vocabulary, correct use of specific terms. Correct register.
<b>Example</b>			

### ***Level of knowledge and appropriateness of explanations***

<b>15. Level of knowledge of content</b>	Has generally shown a lack of knowledge of the content	Has managed well	Has demonstrated mastery of the content
<b>Example</b>			
<b>16. Adaptation of explanations</b>	Has generally shown difficulties when giving explanations	Has generally managed well	Has generally managed very well when giving explanations
<b>Example</b>			
<b>17. Attitude when faced with the unknown</b>	Displayed a passive attitude when faced with the unknown, has not shown initiative to learn	Displayed an active attitude when faced with the unknown, has shown initiative to learn	Has always displayed a proactive attitude when faced with the unknown, always showing enthusiasm for learning
<b>Example</b>			

<b>18. Ability to motivate</b>	Has shown difficulties motivating pupils	Has generally been able to motivate pupils	Has shown a great ability to motivate pupils
<b>Example</b>			
<b>Creativity</b>			
<b>19. Creative attitude</b>	Has not proposed creative activities	Has presented some creative proposals	Has often proposed creative activities
<b>Example</b>			
<b>Competence in conflict resolution</b>			
<b>20. Conflict resolution skills</b>	Has rarely attempted to resolve any conflict. Has not shown conflict resolution skills	Has occasionally presented a means of resolving conflict	Has displayed a great ability to resolve conflicts
<b>Example</b>			

ITEM	EVALUATION AND EVIDENCE		
<b>21. Acceptance of tutor's recommendations (when planning activities etc.)</b>	Has generally not taken them into account	Has often taken them into account	Has always taken them into account
<b>Example</b>			
<b>22. Analysis / comparison of activities together with tutor</b>	Has generally not done so	Has generally done so	Has always sought this comparison
<b>Example</b>			
<b>23. Appropriateness of planned activities</b>	Has shown difficulties presenting appropriate and well-founded activities	Has generally presented appropriate and well-founded activities	The proposed activities have always been well-founded and have been appropriate
<b>Example</b>			
<b>24. Leadership, foundation in content and teaching knowledge</b>	Has shown this leadership on few occasions	Has sometimes shown it	Has always shown it
<b>Example</b>			

**ANYTHING ELSE TO ADD?**

FINAL SCORE:

Tutor's Signature

Coordinator Approval

School Stamp

## Appendix 9

### RESPONSIBILITIES FOR ACCESSING AND USING INFORMATION

#### Use of personal data

No personal data (names, addresses, etc.) which might be used to identify individuals, students, teachers, other professionals or relatives may be used when using the report. Therefore, to make it easier to write about experiences and reflections, use invented names or the initial letters of names.

#### Sharing recordings, photos and files

Recording school activities during school stays, taking photographs of students, teachers or relatives and then publishing them in writing or digitally (on the Internet, in electronic or written publications, in the Practicum report, etc.) must be done with great care and in compliance with current legislation.

Before recording, photographing, publishing, the internship tutor and school principal should be consulted to find out what the procedure is for working with such pictures. For example, asking for permission from minors and teachers; recording or taking pictures of their backs or digitally erasing their faces; looking for frames in which their faces are not visible; or not taking photos or recordings. If in doubt, it is best not to post an image.

The following laws apply to all citizens, but especially to underage people's honour, personal and family privacy, and image.

- Fundamental rights and freedoms covered by Section I of the Constitution (Article 18),
- Organic Law 1/1982 on the civil protection of the right to honour, personal privacy, family privacy and image.
- Organic Law 1/1996 on the Legal Protection of Minors (Article 4),
- Organic Law 15/1999 on the Protection of Personal Data:
- 

We will also provide a model document requesting permission to use photos and recordings.

### PERMISSION TO RECORD OR TAKE PHOTOGRAPHS

Mr./Ms. ...., ID number ....,  
all the pupil's parents or legal guardians

GIVE THEIR PERMISSION ..... for the internship teacher to record videos or take photographs of the school activities in which their children may appear. The sole purpose of these recordings or photographs is to record educational activities. These images will never be made public and will only be used as stated.

Signed:

## Appendix 10

### Memory assessment rubric

We also provide a rubric for assessing students' internship reports. The aim is to balance assessor's subjectivity so that the tutor and the student have transparent, shared criteria for monitoring and assessment. This resource has four pivots: presentation, style structure, reflection, and other assessments.

When giving the final mark, the following conversion table can be used:

Report score	Quantitative assessment	Qualitative assessment
3–4	9–10	Excellent
2–2.9	7–8.9	Very Good
1–1.9	5–6.9	Satisfactory
0–1	0–4.9	Insufficient

<b>1. PRESENTATION</b>			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Adapted to the required formal criteria (see Appendix 5)	It has been adapted to the required formal criteria, but is 25% below requirements.	It has been adapted to the required formal criteria, but is 50% below requirements.	It has not been adapted in any way to the required formal criteria.
<b>2. STYLE AND STRUCTURE (end table attached to better assess this point) ***</b>			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
They not write or make any grammatical or syntactic errors in the report.	They made very few mistakes in writing, grammar, or syntax and such mistakes were only found in a few sections.	They made many mistakes in writing, grammar and syntax in most of the sections.	They made too many mistakes in writing, grammar and syntax in every section.
They expresses their ideas, reflections and personal opinions very well.	They expresses their ideas, thoughts, and personal opinions very well.	They do not express personal ideas, reflections, or personal opinions.	They do not express personal ideas, reflections or personal opinions at all.
They have collected a lot of evidence related to academic, professional or personal activities.	They have collected considerable evidence about academic, professional or personal activity.	They have collected only some evidence about academic, professional or personal activity.	They have not collected any evidence related to academic, professional or personal activities.
<b>3. REFLECTION</b>			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
They have identified, observed and commented on all facets of the internship proposed for the report; they have established the relationships between these factors and what has been learned by researching and consulting sources of information in theoretical or practical subjects.	They have identified, observed and commented on the proposed internship items for the report, but is 25% missing. They have established the relationships between these elements and what they have learned by researching and consulting sources of information in theoretical or practical subjects.	They have identified, observed and commented on the proposed internship items for the report, but 50% of what was set is missing. They established few relationships between these elements and what they learned by researching and consulting sources of information in theoretical or practical subjects.	They identified, observed and commented on very few (or none) of the proposed internship features for the report. Likewise, they did not established a relationship between these factors and what has been learned by researching and consulting sources of information in theoretical or practical subjects.
They made many in-depth	They contributed to training	They made few contributions to	They did not contribute to group

contributions to training sessions and group and individual seminars, which enriched their reflections during the internship.	sessions and group and individual seminars, although not to a high quality or in depth. This enriched reflections during the internship.	training sessions and to group and individual seminars, and those contributions were of poor quality and little depth.	or individual seminars.
They valued the importance of academic learning and personal development during the internship. They highlighted their strengths and weaknesses that need to be identified and improved on.	They valued the internship but made no specific references to what brought them to this academic learning and personal development. They identified some strengths, weaknesses and areas for improvement.	They valued the internship very superficially without identifying strengths, weaknesses and areas for improvement.	They did not make any assessment of the internship, nor did they identify any strengths, weaknesses or areas for improvement.

<b>*** Factors presented by the Common European Framework of Reference for Languages for the evaluation of written texts</b>	
Suitability	They have addressed the subject. Their explanations and reasonings were not limited to giving examples and providing facts. This is the right kind of text. They took into account the recipient of the text, its purpose, context ... and used the right types of language.
Coherence	They explain the ideas clearly and concisely, in a well-organized way. The structure of the text is appropriate. They explained the information in stages.
Cohesion.	Ideas and sentences are neatly and appropriately explained, using appropriate connectors to write a unified text. The mark is appropriate and correct. The text is easy to read.
Writing resources	Appropriate vocabulary was used. They expressed ideas appropriately and accurately, and used complex structures appropriately.
Correctness	They used correct spelling. There were no mistakes repeated continually. They made very few mistakes, and the few mistakes did not in any way hinder the understanding of the text.